

Lingnan University
Department of Sociology and Social Policy
CLE9005
Reading Great Social Thinkers
Spring, 2017-18

Instructor: Peter Baehr

Lecture: Wednesday 10:30-12:20, LKK307

Tutorial: Tuesday 10:30-11.20, WYL 105; Tuesday 12:30-13:20, WYL 107

Core cluster: Values, Cultures and Societies

Office: WYL 209

Office hours: Tuesday 13:30-15.30 pm; Wednesday 13:30-15:30pm.

Phone: 2616 785

Email: pbaehr@LN.edu.hk

Office Hours:

Course Objectives

This course is an introduction to the lives and works of selected great social thinkers in the modern period. Their insights and perspectives on society and its relationships with economics, politics, psychology and philosophy are examined and discussed. A practical aim is to enhance students' capacity and skills to read the original texts of the thinkers, and to articulate their own views on the nature and characteristics of modern society. Special emphasis is put on the enduring relevance and significance of these thinkers for our present age and its problems.

Learning Outcomes

Upon successful completion of the course, students will be able to:

LO1. Identify the key ideas and insights of selected great social thinkers.

LO2. Understand the contemporary relevance and significance of these thinkers.

LO3. Formulate and express their views on these thinkers and their works.

LO4. Read academic texts confidently and effectively.

LO5. Learn to write in a coherent, organized and logical way.

Good Practices

- 1) The instructor will be regularly available to communicate with students in person, by email, and by phone if necessary.
- 2) The instructor will mark, give comments, and return students' writing assignments normally within two weeks of submission.

- 3) Students will attend on time and in full the classes of this course, and participate actively in both lectures and tutorials.
- 4) Students will make effort to produce and submit works as required in this course.
- 5) Students and the instructor will create a respectful learning atmosphere in which plural and contrasting views can be fully expressed and appreciated.

Lecture Schedule (Lectures are each Wednesday)

One helpful way of understanding great social thinkers is to identify a vital concept in their work that they helped clarify. Examples are Hume on government, Tocqueville on democracy, Mill on liberty, Weil and Weber on party, Robert Nisbet on the modern individual, and Arendt on totalitarianism. In this course, we shall examine both the thinker and the key concept with which their work is associated. We shall also ask of each of them: Do they speak to us today? If so, how?

Jan 24	Introduction
Jan 31	What are great thinkers? How should we read them?
Feb 7	David Hume: On Government
Feb 14	Alexis de Tocqueville I: On Democracy and Equality
Feb 21	CHINESE NEW YEAR (NO CLASS)
Feb 28	SPORTS DAY (NO CLASS)
Mar 7	Alexis de Tocqueville II: On Democracy's Pathologies
Mar 14	John Stuart Mill: On Liberty of Thought and Expression
Mar 21	Simone Weil and Max Weber on Political Parties
Mar 28	Robert Nisbet: The Modern University in the Present Age
April 4	Guest Lecture (to be announced)
Apr 11	Hannah Arendt I: On The Human Condition
Apr 18	Hannah Arendt II: On Totalitarianism
Apr 25	Conclusion and review

Tutorial Schedule (Tutorials are each Tuesday)

All readings are on Moodle. Ask me for separate pdfs if you wish.

- | | |
|---------|---|
| Jan. 30 | Workshop on the tutorials. |
| Feb 6 | All government, says, David Hume, has its origins in violence. Why, then, do we owe government allegiance? And, under what conditions, does that allegiance end? |

Reading: David Hume, "Of the Origins of Government," "Of the Original Contract," and "Of Passive Obedience," from *Essays Moral, Political and Literary*.

Feb 13 **In Chapter 9 of *Democracy in America* Vol. I Tocqueville discusses three types of cause that maintain the democratic republic of the United States: causes that spring from accident (or providence), causes that spring from laws, and causes that spring from habits and mores (French = moeurs). Explain what Tocqueville means by these three causes, give examples of each of them, and explain their contribution to American democratic life.**

Reading: Alexis de Tocqueville, *Democracy in America*, chapter 9.

Feb 20 **CHINESE NEW YEAR (NO TUTORIALS)**

Feb 27 **A choice of questions:**

EITHER

Although Tocqueville believed that democracy would soon spread across the world, and would bring many benefits to people, he also warned of its “despotic” features. What are these features?

Reading: Alexis de Tocqueville, *Democracy in America* Vol. II, chapter 6 (“What Kind of Despotism Democratic Nations Have to Fear” and chapter 7 (“Continuation of the Preceding Chapters”)

OR:

The introduction of democracy to America had tragic consequences for the native Indian population. What were these consequences? Could they have been avoided?

On native Indians: see the section in Chapter 10 (Vol. I) on “Current State and Probable Future of the Indian Tribes Inhabiting the Territory Possessed by the Union”.

Mar 6 **John Stuart Mill warned of a major new threat to free discussion that he called “social tyranny”. What is social tyranny and how does it differ from political tyranny?**

Reading: J.S. Mill, *On Liberty*, chapter 2 (“Of the Liberty of Thought and Expression”)

Also: J.S. Mill YouTube On Liberty:

<https://www.youtube.com/watch?v=QWZrHUvhXcw>

Mar 13 **Is the abolition of political parties a) desirable and b) feasible? Reflect on this question using the readings below by Max Weber and Simone Weil.**

Reading: Max Weber, "Politics as a Vocation" in *From Max Weber*, edited by Hans H. Gerth and C. Wright Mills, pp. 77-128.

AND

Simone Weil "On the Abolition of Political Parties," pp. 3-34.

Mar 20 **Workshop on the Term Paper**

Mar 27 **What does Robert Nisbet consider to be the key problems of "the Present Age"? Are these problems the same or different social-political problems from the ones that bother you?**

Reading: Robert Nisbet, *The Present Age* especially chapter III.

Apr 3 **EASTER – NO TUTORIALS**

Apr 10 **"What do we do when we are active?," asks Hannah Arendt. Using the reading below, answer her question.**

Reading: Hannah Arendt, "Labor, Work, Action," in *The Portable Hannah Arendt*, pp. 167-181.

Apr 17 **The most terrible feature of total domination was the institution of the death camp. Describe and reflect on its characteristics.**

Reading: Hannah Arendt, "Total Domination," in *The Portable Hannah Arendt*, pp. 119-145.

OTHER READINGS FOR THIS COURSE

(Texts with an asterisk [*] I have on pdf. Ask me for them by email.)

David Hume

i) Life and context

Harris, James A., 2015. *Hume: An Intellectual Biography*. Cambridge: Cambridge University Press.

Norton, David Fate, 1982. *David Hume: Common-Sense Moralist, Sceptical Metaphysician*. Princeton: Princeton University Press.

Norton, David Fate & Taylor, Jacqueline (eds.) (2009). *The Cambridge Companion to Hume*. Cambridge: Cambridge University Press.

ii) Major works

Hume, David, 2000. *Selected Essays*. Oxford: Oxford University Press, edited by Stephen Copley. (This volume contains many of Hume's essays on politics and morals.)

Hume, David, 2000. *A Treatise of Human Nature* (orig. 1739). Oxford: Oxford University Press, edited by David Fate Norton.

Hume, David, 2008. *An Inquiry Concerning Human Understanding* (orig. 1748). Oxford: Oxford University Press, edited by Peter Millican.

iii) Contemporary influences/discussions

Haidt, Jonathan, 2012. *The Righteous Mind. Why Good People are Divided by Politics and Religion*. New York: Vintage.

Scruton, Roger, 2015. *How to Be a Conservative*. London: Continuum.

Nisbet, Robert, 1988. *The Present Age. Progress and Anarchy in Modern America*. New York: Harper and Row.

Alexis de Tocqueville

i) Life and context

Mansfield, Harvey C. 2010. *Tocqueville, A Very Short Introduction*. Oxford: Oxford University Press.

Furet, François, 1984. "The Conceptual System of *Democracy in America*," chapter 10 of Furet, *In the Workshop of History*. Chicago: Chicago University Press.*

Lively, Jack, 1962. *The Social and Political Thought of Alexis De Tocqueville*. Oxford: Oxford University Press.

ii) Major works

Tocqueville, Alexis de. 2004, *Democracy in America* (orig. 1835 and 1840). New York: Library of America. (This is the translation by Arthur Goldhammer; there are many other translations.)*

Tocqueville, Alexis de. 2008, *The Ancien Régime and the French Revolution* (orig. 1856). London: Penguin, edited and translated by Gerald Bevan.

Tocqueville, Alexis de. 1996. *Recollections: The French Revolution of 1848* (orig. 1893; first published after his death). New Brunswick, NJ.: Transaction.

iii) Contemporary influences/discussions

Murray, Charles. 2013. *American Exceptionalism: An Experiment in History*. Washington DC: AEI Press.*

Nisbet, Robert, 1973. *The Social Philosophers: Community and Conflicts in Western Thought*, London: Heinemann.

- Chinese translation: 尼期貝，1989，《西方社會思想史》，台北：桂冠。

Putnam, Robert, 2000. *Bowling Alone: The Collapse and Revival of American Community*, New York: Simon & Schuster.

Bellah, Robert et al.. 1996. *Habits of the Heart*, Berkeley: University of California Press.

John Stuart Mill

i) Life and context

Capaldi, Nicholas, 2004. *John Stuart Mill: a Biography*. Cambridge: Cambridge University Press.

Miller, David. E., 2010. *J.S. Mill*, Cambridge: Polity Press.

Ryan, Alan. 1987. *The Philosophy of John Stuart Mill*, 2nd edition, New York: Humanity Books.

ii) Major works

Mill, John Stuart, 2008. *On Liberty and Other Essays*. Oxford: Oxford University Press, edited by John Gray. (This edition includes Mill's essays on "Utilitarianism," "Considerations on Representative Government" and "The Subjection of Women".)

Mill, John Stuart, 1874. *A System of Logic* (orig. 1843). New York: Harper & Brothers.

Mill, John Stuart, 1989. *Autobiography* (orig. 1873). London: Penguin, edited by John M. Robson.

iii) Contemporary influences/discussions

Gray, John, 2002. *Two Faces of Liberalism*. New York: The New Press.

Macleod, Christopher, "John Stuart Mill," *The Stanford Encyclopedia of Philosophy* (Winter 2016 Edition), Edward N. Zalta (ed.), URL = <<https://plato.stanford.edu/archives/win2016/entries/mill/>>.

Skorupski, John, 2006. *Why Read Mill Today?* London: Routledge.

Simone Weil

i) Life and context

Coles, Robert. 1989. *Simone Weil: A Modern Pilgrimage*. New York: Addison-Wesley.

McLellan, David. 1990. *Utopian Pessimist: The Life and Thought of Simone Weil*. New York: Poseidon Press.

Pétrément, Simone. 1988. *Simone Weil: A Life*. New York: Schocken Books.

ii) Major works

Weil, Simone. 2005. *The Iliad or Poem of Force: A Critical Edition*. James P. Holoka, ed. & trans. New York: Peter Lang.

Weil, Simone. 2002. *Gravity and Grace*. London: Routledge.

Weil, Simone. 2001. *The Need for Roots*. London: Routledge.

iii) Contemporary influences/discussion

Moulakis, Athanasios. 1998. *Simone Weil and the Politics of Self-Denial*. Kansas: University of Missouri Press.

BBC Radio 4 2015 — “In Our Time” on Simone Weil:
<http://www.bbc.co.uk/programmes/b01nthz3>

Rozelle-Stone, Rebecca A., and Lucian Stone. 2013. *Simone Weil and Theology*. New York: Bloomsbury.

Max Weber

i) Life and context

Weber, Marianne, 1988. *Max Weber: A Biography*, transl. H. Zohn with an introduction by G. Roth. New Brunswick, NJ : Transaction Publishers.

Beetham, David, 1985. *Max Weber and the Theory of Modern Politics*, second edition. Cambridge: Polity Press.

Scaff, Lawrence A, 2011. *Max Weber in America*. Princeton: Princeton University Press.

ii) Major works

Weber, Max, 2002. *The Protestant Ethic and the “Spirit” of Capitalism and Other Writings* (orig. 1905) edited and translated by Peter Baehr and Gordon C. Wells. New York: Penguin.

Weber, Max, 1994. *Weber. Political Writings*. Cambridge: Cambridge University Press, edited and translated by Peter Lassman and R. Speirs. (This volume includes Weber’s “Politics as a Vocation” and “Parliament and Government in Germany Under a New Political Order.”)

Weber, Max, 1978. *Economy and Society* (orig. 1922). Edited by G. Roth and C. Wittich. Translators various. Berkeley: University of California Press.

iii) Contemporary influences/discussions

Baehr, Peter. 2008. *Caesarism, Charisma, and Fate. Historical Sources and Modern Resonances in the Work of Max Weber*. New Brunswick, N.J.: Transaction.*

Swedberg, Richard, 1998. *Max Weber and the Idea of Economic Sociology*. Princeton: Princeton University Press.

Whimster, Sam, 2007. *Understanding Weber*. London and New York: Routledge.

Robert Nisbet

i) Life and context

Stone, Brad Lowell. 2002. *Robert Nisbet*. Wilmington, Delaware: ISI Books.

ii) Major works

Nisbet, Robert. 1990. *The Quest for Community*. Wilmington, Delaware: ISI Books.

Nisbet, Robert. 1969. *Social Change and History*. Oxford: Oxford University Press.

Nisbet, Robert. 1997. *The Degradation of the Academic Dogma*. New Brunswick, NJ.: Transaction Books.

iii) Contemporary influences/discussions

Critical Essays on Nisbet by John Carroll (“The State and the Fading Community”), David Bodworth (“Modernity’s New World Dangers”), and Jeanne Heffernan Schindler (“The Enduring Achievement and Unfinished Work of Robert Nisbet”) in Nisbet, Robert. 1990. *The Quest for Community*. Wilmington, Delaware: ISI Books.

See also the essays in: “The Robert Nisbet Archives,” at <http://www.theimaginativeconservative.org/category/the-imaginative-conservative/robert-nisbet>

Hannah Arendt

i) Life and context

Young-Bruehl, Elizabeth, 1982, *Hannah Arendt: For Love of the World*, New Haven: Yale University Press.

ii) Major works

Arendt, Hannah, 1973. *The Origins of Totalitarianism* (orig. 1951). New York: Harcourt Brace.

Arendt, Hannah, 1958. *The Human Condition*, Chicago: University of Chicago Press.

Arendt, Hannah, 2002, *The Viking Portable Hannah Arendt*, edited by Peter Baehr, New York: Penguin. (This book contains selections from almost the entire span of Arendt’s writings.)*

iii) Contemporary influences/discussions

Baehr, Peter, 2010, *Hannah Arendt, Totalitarianism, and the Social Sciences*, Stanford: Stanford University Press.*

Canovan, Margaret, 1992, *Hannah Arendt: A Reinterpretation of Her Political Thought*, Cambridge: Cambridge University Press.

Course Assessments

1. Participation (20%) LO1, LO2, LO3

Students are expected to participate in class discussions. Here's how you can get the 20% for this part of assessment:

- Come to all classes
- Ask questions when you do not understand
- Speak up when you do not agree with what is being said
- Give your opinion and explain why you hold such views
- Share relevant information or examples
- Give constructive criticisms

Participation is not a competition. It is not always the case that the student who speaks up the most will get a high participation grade. I do not give credit to students who speak up just for the sake of it.

Class participation rubrics

	8-10	4-7	0-3
Content (10%)	Very constructive, insightful content, raises interesting questions, demonstrates keen interest and engagement with class content	Some constructive content and/or raises interesting questions, demonstrates reasonable level of interest and engagement with class content	Little or no constructive content, demonstrates little or no interest or engagement with class content
Consistency (10%)	Regularly and frequently speaks up in class, actively participates	Sometimes speaks up in class but not consistently so	Never or rarely speaks up in class; reluctant to speak even when invited to do so

2. Course Journal (30%) LO1, LO2, LO3, LO5

You need to write a journal entry in English after each week's class. Each entry should consist of a brief description of what has been covered that week, as well as reflection and your own views. You should also refer to relevant assigned readings and other materials. You are encouraged to include additional materials based on your own research. These could be readings, reports, statistics, or other materials. There is no word limit for journal entries. Use the following format:

- Save your first journal in a word document and use the SAME file throughout the term.
- Begin each journal entry with the date of submission and journal number (e.g. journal entry 1, date of submission: 26th Jan), and submit it by uploading your file through the relevant Turnitin assignment link in Moodle.
- Add on to the same file with subsequent journal entries as you progress throughout the term, i.e. write journal entry 2 in the same file following journal entry one, and so on. Your final entry, should therefore contain **ALL 10 ENTRIES** (starting with What are great thinkers? How should we read them?, ending with the second lecture on Arendt).
- I will only mark your final complete journal with all 10 entries; incomplete journals will not be marked. In the final entry, you should write about the presentations and provide an overall reflection on the course

Course journal rubrics

	8-10	4-7	0-3
Content (10%)	Accurate and detailed presentation of that week's class content, excellent engagement with relevant readings and materials, evidence of insights, reflection, and critical thinking, states	Accurate presentation of aspects of that week's class content, good level of engagement with relevant readings and materials, evidence of reflection and raises relevant questions	Little or inaccurate presentation of that week's class content, little or no engagement with relevant readings or materials, little evidence of reflection

	own views and substantiates them well		
Organization (10%)	Well structured and well-organized, arguments are clearly presented in a logical manner	Adequately structured, arguments mostly presented logically	Poorly structured, arguments are absent or poorly/illogically presented
Consistency and Progress (10%)	Consistent quality of work throughout the journal, shows consolidation of knowledge, continuity and deepening of subject knowledge; evidence of the development of clear grounding of values and opinions	Consistent quality of work in most of the journal entries, some consolidation of knowledge; some evidence of a coherent set of values and opinions	Poor or inconsistent quality of work throughout the journal, little evidence of consolidation of knowledge or progress; little or no evidence of the development of coherent values or opinions

- Due date for complete submission of all 10 entries: April 27

Students must submit **both HARD COPY and SOFT COPY** of their journals. The hard copy should go to WYL201 (Departmental Office), whereas the soft copy is to be uploaded on Moodle. Changes cannot be made once the essay is uploaded and submitted.

3. Presentation (20%) LO1, LO2, LO3

In each tutorial, an individual or presentation group is responsible for addressing the key ideas and selected works of a social thinker. Each presentation lasts for 20-25 minutes, which is followed by class discussion for another 20-25 minutes.

Presentation rubrics:

	8-10	4-7	0-3
Content (10%)	Evidence of	Evidence of	Little or no evidence

	thorough preparation, relevant information and materials presented, direct and thoughtful engagement with the topic; good response to comments/criticisms	adequate to good preparation, adequate to good amount of information and materials presented; adequate response to comments/criticisms	of adequate preparation, inadequate information and materials presented, inadequate engagement with the topic; inadequate or poor response to comments/criticisms
	4-5	2-3	0-1
Organization (5%)	Excellent organization of materials, cogent logic of arguments	Good organization of materials, good logic of arguments	Poor organization of materials, poor logic of arguments
Style (5%)	Excellent, clear, engaging delivery, good eye contact and body language, shows great familiarity with content presented	Good, clear delivery, adequate eye contact, shows some familiarity with content presented	Poor, unclear oral delivery, little or no eye contact, shows little familiarity with content presented

4. Term paper (30%) LO1, LO2, LO3, LO4, LO5

The question for your term paper (maximum 2,500 words) is to be designed by you. But all students must submit their question in advance of writing the essay for me to check that the question is manageable. I will help you formulate it. Note: Your question must be focused on a different writer from the one you discussed in your tutorial presentation. So, for example, if you presented on Tocqueville, you cannot write on him for your term paper: you have to choose a different thinker (Hume, Mill, Marx, etc.) Students who, in their term paper, are able to make comparisons between thinkers will be rewarded for that effort.

Students must submit **both HARD COPY and SOFT COPY** of their term paper. The hard copy should go to WYL201 (Departmental Office), whereas the soft copy is to be uploaded on Moodle. Changes cannot be made once the essay is uploaded and submitted.

Final date of submission: May 2st, 2017

Late submissions carry a penalty of a cumulative 10% reduction of your paper grade per day (1 day late = 10% off, 5 days late = 50% off etc). Plan your essay well in advance and consult me if you need advice.

Term paper rubrics

	8-10	4-7	0-3
Content (10%)	Rich, informative, relevant materials, excellent engagement with the topic, evidence of informed opinions and critical thinking	Adequate information and materials presented, adequate to good level of engagement with the topic, evidence of attempts to express own opinions and critical thinking	Poor quality of information and materials presented, marginal engagement with the topic and poor or little attempt at forming own opinion and critical thinking
Organization (10%)	A high level of coherence and logic in the presentation of materials and arguments	Adequate level of coherence and logic in the presentation of materials and arguments	Lack of coherence and logic in the presentation of materials and arguments
Style (10%)	Few grammatical, spelling, or stylistic mistakes; clear and cogent writing	Some grammatical, spelling, or stylistic mistakes; writing is mostly clear	Many grammatical, spelling, or stylistic mistakes; writing is incoherent/sloppy

When and how will you know your marks for each assessment item?

- *Participation* marks are given at the end of term – email me to find out
- *Presentation* marks are given immediately after they are done
- *Course journal* marks are given after the final submission of the completed journal only. I will grade your journals using turnitin and you will see my comments on the document; you can see your marks on Moodle once it has

been graded (typically 2 weeks after the deadline)

- *Term papers* are graded using turnitin and you will see my comments on the document; your marks appear on Moodle once it has been graded (typically 2 weeks after the deadline)

General guidelines for presentations:

1. Presentations allow students to actively participate in the learning process. They also encourage discussion and critical thinking - both of which are important learning objectives.

Skills that you develop through presentations:

- Time management - you need to plan ahead.
 - Organization and clarity of thought - you need to be organized about what you have to say, and think them through the materials before presenting them.
 - Oral presentation skills – you need to communicate your ideas orally to an audience.
 - Responding to comments, questions, and criticisms – you have to defend your own position and consider other people’s viewpoints
2. During the presentation you have to address the audience (i.e. the instructor and other students), and communicate to them any information, opinions, and issues related to the topic. You can show videos, pictures, use simple activities, or simply write down your points on the whiteboard to structure your presentation. It is always a good idea to give your audience something tangible that they can follow (e.g. simple handouts or a PowerPoint presentation).
 3. Provide me with a hard copy of your PowerPoint presentation or presentation outline; this should have the full names of all group members on the front page. During the presentation, each member should clearly state their full names before they speak.

Your presentation grade is assessed on these criteria:

Content

- Are you able to demonstrate that you adequately prepared for the presentation?
- Do you do what the topic/question requires of you?
- Do you present information accurately and clearly?
- Are you able to demonstrate that you have an opinion of your own?
- Are your opinions well substantiated by either fact or logic?

Organization

- Is your presentation well organized?
- Do you lead the presentation in a systematic and purposeful manner?
- Are you able to keep good time?

Style

- Can you communicate your ideas effectively to the class?
- Do you appear over-nervous and unsure of yourself?
- Are you able to answer questions raised by others?
- Can you explain or clarify what the class does not understand?
- Can you defend your position/views adequately?
- Can you respond to criticisms gracefully?

General guidelines for papers:

1. Organize your paper into logically connected paragraphs.
2. Organize the sections of your paper, where appropriate, under sub-headings. Give them a name.
3. For longer paragraphs/sub-sections, it is good practice to end them with one or two short concluding sentences (e.g. 'In short, Which is why Schopenhauer is known as a pessimist' or 'In this section I have discussed Tocqueville's idea of democracy. Next, I will...'). These serve as 'signposts' that reinforce the key points of your arguments and provide it with flow.
4. Avoid long and rambling sentences. Shorter sentences are better.

5. Use quotes and examples where appropriate. However, you must use quotation marks (“ ”) for the former and make sure the examples are relevant to your argument. If quotes are long, indent them as a separate paragraph, and use a sentence or two either before or after the quote to explain clearly what the quote means and how it is relevant (you must not assume that the quote will be self-evident to your reader).
6. Always number your pages, run a spell-check, grammar check and word count before submitting your work. Do not submit immediately after you finished writing – always let your essay ‘sit’ for a day or two after you have finished writing it. Then return to it with fresh eyes. If you imagine yourself to be an editor, or a general reader, you will be more likely to spot mistakes. Better still, get someone else to read your work and get some honest feedback.

Assessment of papers are based on the following criteria:

Content

- How well have you digested and grasped the ideas and views related to the topic? Can you engage your discussion with materials covered in the course?
- Are you able to highlight the most important, relevant and interesting aspects of the discussion? Are you able to argue and communicate your case (including your own reflections and views) clearly?
- Do you include relevant and insightful commentary and examples to substantiate your points?
- Do you include additional materials and research?

Organization

- Are your paper’s title and sub-headings informative?
- Is your essay well structured and well organized? Do paragraphs and sentences follow logically from one another?
- Is there enough elaboration on and explanation of the key points?
- Are examples, ‘signposts’ and concluding sentences inserted where they are needed?

Style

- Are there many careless mistakes (e.g. relating to spelling, capitalization, and punctuation)?
- Are your sentences clear, fluent and grammatically correct?

- Do you use words appropriately, or do you use vocabulary out of context?
- Does the reader have to struggle to understand what you are trying to say?
- Did you correctly cite all references used?

IMPORTANT

Students shall be aware of the University regulations about dishonest practice in course work and the possible consequences as stipulated in the Regulations Governing University Examinations.

With regard to your coursework in particular, you are reminded: You must note the sources of quotations, data and general information in the essay. These sources/references should appear in alphabetical order in your list of references/bibliography.

According to Lingnan University and Social Sciences Programme policy, plagiarism is "presentation of another person's work without proper acknowledgment of the source". Plagiarism (unattributed copying) will be heavily penalized and may attract a zero mark and disciplinary action.

Dishonest practice is not limited to plagiarism; other forms of dishonest practice may include submitting the same piece of work (or a significant part of the same piece of work) for more than one course and submitting work that is not wholly written by you

The rubrics used in this course are adapted from those of my colleague Dr. CHAN Hau-nung, Annie. I am grateful for her advice and her example.

-- END --